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# THE SUNDAY SCHOOL ORGANIZED FOR SERVICE

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# THE SUNDAY SCHOOL ORGANIZED FOR SERVICE

BY

MARION LAWRANCE

*Superintendent for thirty-one years of the Washington Street Congregational Sunday School, Toledo, Ohio; at present Superintendent of the South Congregational Sunday School, Chicago; General Secretary since 1899 of the International Sunday School Association*

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# THE SUNDAY SCHOOL ORGANIZED FOR SERVICE

## FOREWORD

THIS little book and the charts it contains are the outgrowth of a series of lectures on Sunday School Management, delivered before the Superintendents' Section of a Sunday school institute held in Chicago in October, 1913. Nothing was presented to the superintendents at that time except one chart and the syllabi of the lectures. The chief interest centered about the chart, because it placed conveniently before the eye a concrete outline of a Sunday school organized for service. It also presented at once a goal to be reached by schools that had not measured up to all that it required. With a knowledge of what was yet to be attained there came, in many cases, the desire for better things, and the chart was eagerly sought for. The belief was expressed, that, framed and hung upon the wall of the Sunday school room, it would be an incentive to increased activity and greater efficiency.

Realizing, however, that the chart was not as complete as it should be, the author sent it to about one hundred of the most aggressive and successful superintendents and Sunday school specialists throughout the country, with a request for suggestions looking toward its improvement. While very many good

suggestions were received — which have been, for the most part, embodied in the chart as it now appears — the thing that mainly attracted our attention was the almost universal expression of the belief that such a chart would be of benefit to Sunday school workers generally.

Not a few of the replies brought back orders for the chart, frequently in quantities, for distribution or sale to Sunday school superintendents. These requests for additional copies were not granted, for the reason that the chart was not then ready to be given to the Sunday school public.

At the time the lectures referred to were delivered we had no thought of preparing more than one chart. The many valuable suggestions that were received, however, required so elaborate a chart that only the Sunday schools that were larger and more favored as to equipment and organization than the average, could carry out the ideas suggested. Two charts, therefore, were decided upon and are herewith presented. Chart Number 1 is for schools of two hundred members, or less, and may be adapted to schools of one hundred members or even less, although in very small schools some features may have to be eliminated. Chart Number 2 will be found helpful, we trust, to all Sunday schools of more than two hundred members and may be adapted to the very largest schools.

It is not claimed that these charts represent the last word in Sunday school organization. They are suggestive only. Nor does it follow that a school is not well organized that does not adopt the sug-

gestions made here. Conditions vary in different localities. The personality of the pastor and the superintendent and their associates and the requirements of the local field will find expression in the organization of the school, and properly so. The reading matter in this book is simply a detailed explanation of the charts, which are designed to be framed and placed in the Sunday school room. It is not our purpose to describe the school in action. We give only the framework, the skeleton, of the organization. That the Spirit of the Living God may be ever present among the wheels to bless and to help many Sunday school workers is the prayer of the writer.

MARION LAWRANCE

CHICAGO, *June, 1914*

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# THE SUNDAY SCHOOL ORGANIZED FOR SERVICE

**Official Sunday School Committee —Pastor**

Same in both Charts 1 and 2

# The Sunday School Organized

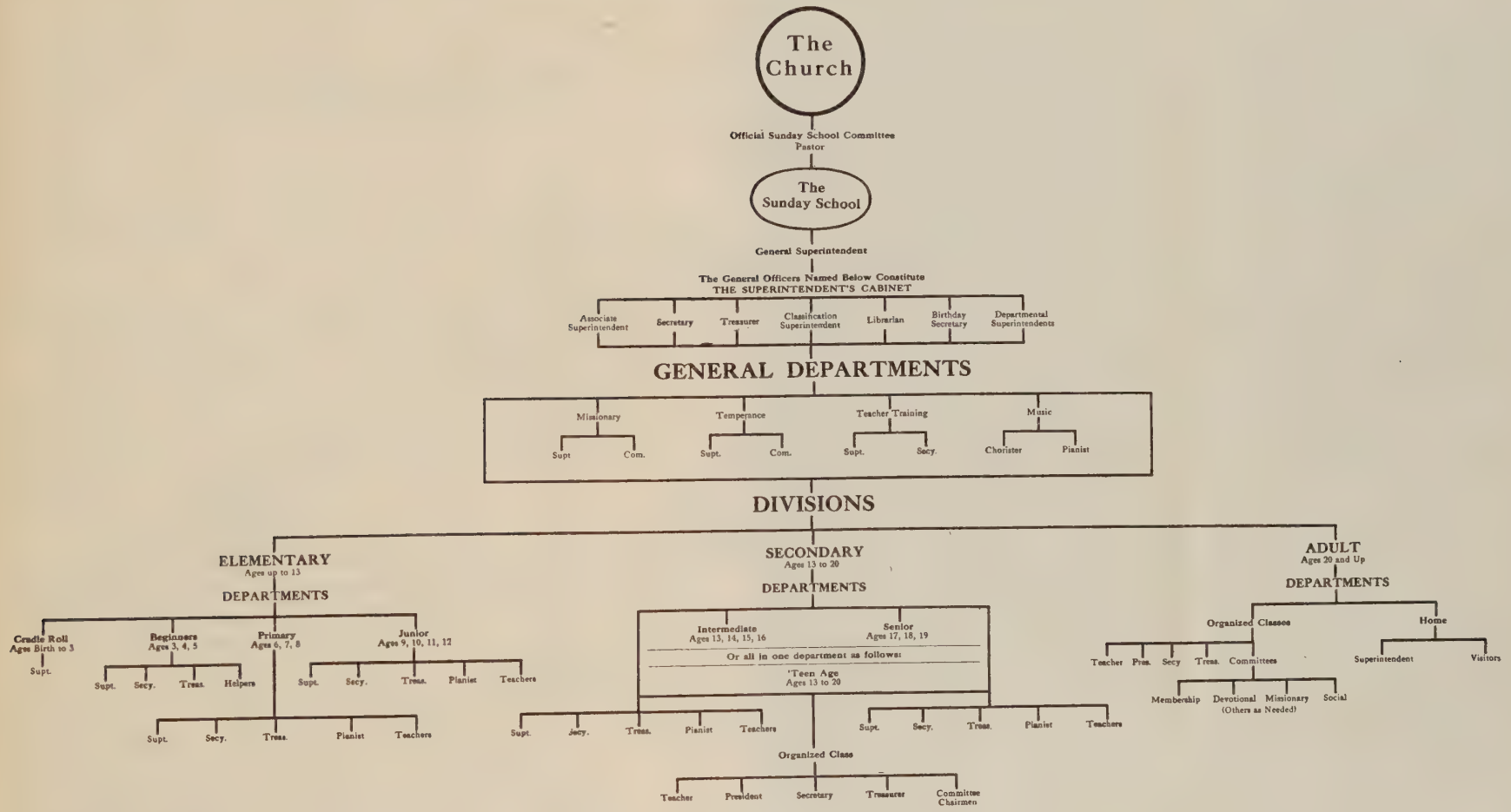



**Chart No. 1—For Small Schools**

Prepared by Marion Lawrance,
Chicago, December 25, 1913

# The Sunday School Organized

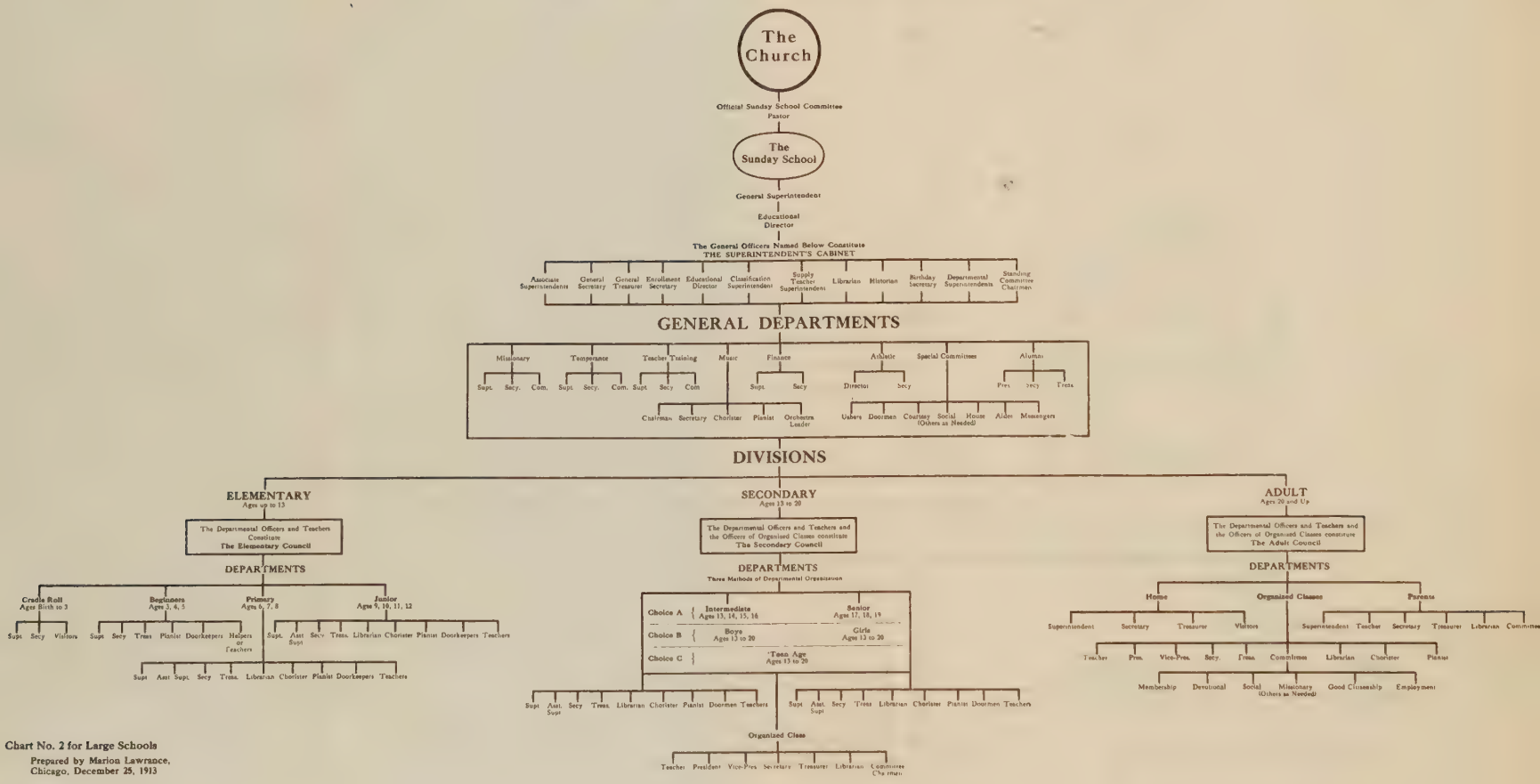



Chart No. 2 for Large Schools

Prepared by Marion Lawrance,
Chicago, December 25, 1913

# THE SUNDAY SCHOOL ORGANIZED FOR SERVICE

## I

## THE CHURCH AND ITS SUNDAY SCHOOL

### THE CHURCH

JESUS CHRIST gave to his disciples the specific commission that they should carry the gospel to every corner of the earth. No such program was ever laid out before nor since and, indeed, no such program could ever have been laid out by any other than the Son of God. Nor can such a program be carried out by any other agency than the Church of God.

We are bewildered in these days by the multitude of religious and philanthropic organizations, devoted to specific tasks and all claiming sympathy and support. The unwisdom of this condition is becoming more and more apparent, and the day is not far distant when the Church will awaken to a full consciousness of its responsibility and demand a simplification of the organization of Christian forces, the combination of such agencies as overlap, and the elimination of those which are unnecessary. However, the Church must not complain over-much, for most of these organizations have grown up in fields that it has left fallow.

**Too many organizations**

No agency can be called truly Christian that is not in harmony with the Church and seeking to carry out a part of the Church's great program. It follows, therefore, that the Church itself, either directly or indirectly, through its individual members should control, as far as possible, all agencies inaugurated for the purpose of extending the Kingdom of God on earth. It is fundamentally wrong to regard the Sunday school, The Young People's Society, The Missionary Society, The Brotherhood, and other activities in a local church, as *institutions*. The Church alone is the institution which bears the commission of our Lord and all of these activities are subservient thereto and are valuable, for the most part, only to the extent to which they render proper allegiance to the great institution out of which they grew — the Church.

**The Church should control all agencies connected with it**

All authority for the Sunday school is vested in the Church. However, in recognizing and assuming this authority, the Church must not fail likewise to recognize both its opportunity and its responsibility. There can be no harvest without the seed-sowing, and this is as true of that Living Seed, the Word of God, as it is of corn or wheat. The responsibility of teaching the Word of God is upon the Church, and it does not end with the "families of the Church," nor with the immediate neighborhood, for Christ's command, "Go ye, therefore, and make disciples of all the nations," still holds.

**All authority for the Sunday school is vested in the Church**

The Church, generally speaking, has been very remiss and shortsighted in its attitude toward the Sunday school. The Sunday schools of a century or so ago were really a protest against the inactivity of the Church in regard to teaching the Word of God; and even today, with all the encouraging indications about us, the Church as a whole cannot be said to be fully awake to its marvelous opportunity, when probably not more than one-fourth of the Church membership is sufficiently interested in the Sunday school to attend its sessions. However, better days are coming — indeed, they are here. Greater advance has been made in Sunday school work and Bible study in the past fifty years than in all the centuries gone before; and during the past ten years more advance has been made than in the preceding forty. The handwriting on the wall is clear. The church of the future must be a Sunday school church, at least to the extent of taking very seriously its responsibility for instructing the people, of all ages, in the Word of God. The Sunday school offers the best opportunity for this, because it is the Bible-teaching service of the Church. The Sunday school is, also, the best channel through which the Church can discharge its responsibility to the helpless and needy, and to the community in general, by means of what is known as "Social Service."

**The Church is remiss in its attitude toward the Sunday school**

**The Church of the future a Sunday school church**

The Sunday school, therefore, is not to be regarded as an institution separate from the Church, and those misguided superintendents and Sunday school leaders

— of whom, unfortunately, there are not a few — who look upon the Sunday school as solely their work, without recognizing responsibility to the church and its officials, must rapidly give way to leaders of larger vision and more loyal heart. No suffering church, however, should expect this happy estate unless it gives to the Sunday school its rightful place in its own heart-life, and a strong administration.

The Sunday school is not separate from the Church

## THE OFFICIAL SUNDAY SCHOOL COMMITTEE

The church's responsibility for carrying out its policy toward its Sunday school should be placed with some duly constituted committee, organized for that purpose, or with that purpose as part of its legitimate work. In some denominations the general administration of the Sunday school affairs is definitely provided for in committees that have other responsibilities, like the Session of the Presbyterian Church; and in still others there is the Special Committee, as in the Sunday School Board of the Methodist Episcopal Church. It is essential that some such committee, duly constituted by the church, should have general oversight of the Sunday school and all of its affairs. It does not follow that this oversight should reach to the extent of detailed administration, thus thwarting individuality and aggressiveness on the part of the Sunday school workers themselves. It does follow, however, that

A committee chosen by the Church should have oversight over the Sunday school

such oversight should be sufficiently forceful to prevent anything from being done in the Sunday school that is contrary to the expressed policy of the church.

This committee should not assume the rôle of dictator but rather that of counsellor, provider and friend. The closest relationship should exist between such a committee and another committee, the Sunday School Cabinet, which is to be described later. Indeed, they should have frequent meetings together. This committee should lead and not follow. It should not wait until the needs of the school, as to suitable buildings, equipment, lesson courses, etc., are forced upon it; it should be thinking ahead of the school. This will be impossible unless, as individuals, the members of this committee maintain an active relationship to the school. No such committee can hold aloof from the Sunday school and at the same time administer wisely the affairs of the school. Such aloofness has caused much friction in the past and friction will continue until the cause is remedied. The church could hardly do a wiser thing than to require actual membership in the Sunday school as a condition of eligibility to membership upon this committee.

**This committee should look out for the needs of the school and its improvement**

### THE PASTOR

The church is coming more and more to recognize the rightful place of the pastor. He is the man whom God has set apart for this high office. In many cases, he has turned aside from the lure of the business world

to answer the divine call and to devote his life to his fellow men, as a minister of the gospel. As a class, the pastors of our churches are unselfish, consecrated, high-minded, warm-hearted, overworked and underpaid servants of God. No great movement for betterment has ever taken place, and no great advance in civic and religious affairs has ever been made, but the pastors supported it, leading their churches.

There was a day when "pastor" and "preacher" were well-nigh synonymous but that day is past.

**The duties of a pastor**

The duties of a pastor are many. He is the shepherd of his flock — adviser, counsellor, confidant, sympathizer, and friend. He marries the young, ministers to the suffering, and buries the dead. He stands in the community and before the world for every form of righteousness and Christian propaganda. He must know what is going on in educational circles about him. He is a politician, in the best sense — in that he studies community conditions and seeks to promote good men and righteous measures. Of course, primarily, he must be a preacher, but, to sum up all of his duties, he is a Christian leader. No man in any community can exert a more far-reaching influence than the loyal, efficient, faithful

**Influence of the pastor**

pastor of a church. In his hands, more than in the hands of any other man or of any committee, rests the welfare of his church. He should be loyally supported, wisely counselled, and faithfully protected. He will probably be the most active figure in the Sunday School Committee referred to, and, therefore, the most vital factor in the administration of the school, from the standpoint of the

church. No one person can help or hinder the school as can the pastor.

Before assuming his first charge, the pastor should have received very definite training as a Sunday school leader. He should have received this training at the same time and in the same place that he received his other training — namely, the theological seminary. It is as important that he should be a teacher of teachers and a trainer of trainers as that he should be a preacher of sermons. One of the most helpful signs of our times is the recent attitude of the theological seminaries toward the Sunday school. They have always paid some attention to it but many of them altogether too little. Perhaps a little less time spent studying about the ancient "Church Fathers" and a little more time spent studying about the modern "Church Sons" would have found us farther on our way. Within the past ten years, however, large numbers of seminaries in the United States and Canada have added special Sunday school courses, and some have even put in Sunday school professorships. The day is coming when a seminary without a specific chair on religious education, pedagogy, child study, and the history and administration of the Sunday school will be considered as deficient as if it lacked the chair on homiletics.

Ministers should be trained for Sunday school work

Progress in the Seminaries

The pastor should be a student of the Sunday school movement. He should attend Sunday school conventions, denominational and interdenominational, and read current Sunday school books and literature.

In every way at his command, he should keep abreast of the times as a Sunday school specialist. If possible, he should be a better superintendent than his superintendent, and a better teacher than the teachers in his school. If his Sunday school is what it ought to be, and what by his cooperation it may be, he will receive into his church, from its ranks, more members than from all other sources combined. It ought, therefore, to be a short step from the Sunday school into the church. It rests largely with the pastor how long that step shall be.

Children should enter the Church from the Sunday school

The pastor who expects to control the policies of his Sunday school, however, simply because he is pastor, will be disappointed. He must be a leader in his school or he cannot be a leader of his school. The ability to lead is not vested in titles. It comes from actual contact and association with those to be led and from superior knowledge of the things for which they stand. His leadership, however, ought not to be that of domination but rather that of working through others. Every display of authority lessens authority.

Leadership based on intimate knowledge

No pastor can do a wiser or more profitable thing than to be in full cooperation and sympathy with his Sunday school, for there he comes face to face with the strong young people who in the years to come will make the church. Accordingly, he should be in vital, active relationship to the Sunday school, always present at its sessions and interested in everything it does.

Pastor should be present at all sessions of the school

From Chart No. 1 — for schools of less than 200

From Chart No. 2—for schools of more than 200

## II

## THE SUNDAY SCHOOL AND ITS CABINET

### THE SUNDAY SCHOOL

THE position occupied by the Sunday school, as indicated in both charts, is intended to illustrate its relation to the church, the Official Sunday School Committee and the pastor, on the one hand, and the superintendent and all the other officers and teachers, on the other. Inasmuch as this book is devoted exclusively to the Sunday school, it will be necessary to say but little about the school at this point.

The relation of the Sunday school to the church, as a church service, for teaching and studying God's Word, as a channel for social service and missionary and temperance endeavor, should be fully recognized by all who have anything to do with it. The Sunday school is rapidly coming to its own. Its growth and development have been the marvel of all who are interested in the religious movements of our times. There are at present about 300,000 Sunday schools in the world, with an enrollment of more than 30,000,000 members. There are 2,500,000 voluntary, unpaid officers and teachers, who, for the most part, are earnest, consecrated, devoted men and women. Such an army as this the world has never seen in any other single line of Christian activity.

Growth of Sunday school

The possibilities of the Sunday school are beyond computation. Without a doubt, we have not yet begun to realize its full scope and power. Its adaptability to all fields, its simplicity of organization, its lack of conventionality in its activities, all contribute to its effectiveness. When any church becomes thoroughly imbued with the Sunday school idea, an effective Sunday school usually follows; and good Sunday schools make good churches.

The possibilities of the Sunday school

## GENERAL SUPERINTENDENT

The title "General Superintendent," for the chief executive of the Sunday school, is used because, in the ordinarily accepted nomenclature, a superintendent is placed at the head of each department. Personally, I prefer the word "principal" as the title of one in charge of a department, as it is more in keeping with the use of the word in the public schools. The superintendent is at the head of the school system in a city; the principals are each in charge of a building, with teachers under their care. If the word "principal" were used, I would drop the word "General" and use the one word "Superintendent," for the chief officer of the Sunday school. It is impossible, in our brief space, to speak adequately of the superintendent as a man, an officer, a student, an organizer, and a leader. Many books have been written on the subject. For our present purpose, we must be content to speak of him as an officer and a leader.

First of all, he must come to his task with authority. That authority should come from the church, because he represents the church in the administration of one of its activities. As an officer, therefore, he should be elected by the church and be responsible to the church. The church may delegate this responsibility to a committee, as previously indicated, but the church, as such, does not thereby relieve itself of the responsibility to elect and properly support the superintendent of its Sunday school.

**The superintendent must have authority**

The superintendent should be recognized as the chief executive officer of the school. Naturally, he will give more time to it than any other person, and his plans should be given careful consideration; and, unless found contrary to the policy of the church, they should usually be carried out. Since he is to be held responsible for the organization of the school, he should nominate, at least, if not appoint, all the other officers, and be associated with the pastor and the departmental superintendents in the selection of the teachers. Many a competent superintendent has failed as an executive officer because he was not permitted to select those upon whom he was obliged to depend to carry out his plans. If the other Sunday school officers chosen by a church committee are not in fullest sympathy with the superintendent, he will be unable to do good work.

**Superintendent should nominate all other officers**

Let great care be taken by the church in selecting this important officer; but when he is chosen give him the liberty that is necessary to secure the best

results. This is where his ability as an organizer must be shown. He can do very little of the detail work himself but as an organizer he must be able to select those who will effectively cooperate with him.

The ability to organize and the ability to lead are not the same. Many superintendents are good organizers but poor leaders. The difference is that of the drill-master in camp and the field-officer in battle. All that was said above in relation to the pastor as a leader applies, with greater force, to the superintendent, for he is usually a voluntary, unpaid officer. As a leader he must command the love and confidence of his associates or he cannot command their cooperation. It was said of Napoleon that his presence was equal to that of 20,000 of his men. This statement grew out of the confidence his soldiers had in him as a leader. While some of the principles of leadership are the same in warfare and in the Sunday school, they are, nevertheless, quite unlike in many of the essentials. In Christian work, as in nature, the silent forces are the strongest. The superintendent who organizes his school so as to reduce to a minimum the necessity of his own actual presence is a wise leader. It is said of a physician that he renders his best service when he renders his service unnecessary. The physician's service is necessary, however, before it becomes unnecessary. This is true of the superintendent.

The superintendent must command the confidence of his associates

To make himself unnecessary is the leader's highest task

No real leader runs ahead of his associates and snaps the cord that binds them together. He remains

with them and inspires, guides, directs, and enthuses them, and when the battle is won, apparently by them and not by himself, he rejoices. Not all is joy, however, with a leader. There is much of loneliness, misunderstanding, and suffering. This is part of the price that must be paid and always is paid by everyone who really leads.

Bishop Brent, in his excellent book entitled "Leadership," [1] says:

"Men walk singly and alone only until the right voice calls them to follow. The world is greedy for leadership, so much so that it is easy to impose upon the credulity of the multitudes, but this makes it all the more necessary that your leadership should be a real thing, sound to the core, determined as Fate, pure as the sea. . . . A leader is one who goes before. He keeps in advance of the crowd without detaching himself from the crowd but so influencing them as to attach them to his ideal selfhood. . . . Leaders must be prepared for pain — the pain of loneliness, the hardest of all discipline to the social nature; of visions ridiculed; enthusiasm misunderstood; plans rejected by those in whose interests they were formulated. You cannot have the joy of leadership without its discipline or, at times, its anguish."

After thirty-one years of Sunday school superintending and a quarter of a century of public Sunday school work, as a general secretary, although realizing that much of my work has fallen far below my ideals, I can, nevertheless, testify to the truth of Bishop Brent's words. In a very peculiar sense, and especially so in Sunday school work, true leadership

[1] Longmans, Green & Co.

consists in losing one's life in order that one may find it.

### THE SUPERINTENDENT'S CABINET

The Superintendent's Cabinet is composed of the general officers and departmental superintendents of the school. If these officers have been wisely chosen, the efficiency of the Cabinet is assured. When the Cabinet is in session, the superintendent can place his finger on any spot in the school, for all the representatives are there. It is the laboratory, the pattern-room, the power-house of the school. What the national Cabinet is to the president of the United States, the board of directors to the bank, this Cabinet is to the superintendent of the school. No plan affecting the whole school can be made intelligently without the cooperation of the entire Cabinet. Indeed, no wise and permanent plans can be made affecting a given department, without the cooperation of all. It would be impossible to introduce anything into one department that would have a bad influence on other departments, if all the representatives were present when it was being discussed.

**All departments of the school represented in the Cabinet**

The Cabinet should meet regularly, at least once a month — once a week is better — for the study of the school. It should concentrate on the weak places. It is the clearing-house of the school. The Superintendent's Cabinet will energize, regulate, systematize, and unify the operations of the whole school. It is the cement that binds the classes into a working whole. It leads the battalions to face in one direc-

tion and enables them to keep step as they advance together. It effectually thwarts the faddist in any department and creates an *esprit de corps*, which is essential to the best results. The pastor is a member of the Cabinet, because he is pastor of the church, and in no other place can he make his influence felt to greater advantage for the uplift and betterment of the school than here.

### PERSONNEL OF THE SUPERINTENDENT'S CABINET

The Superintendent's Cabinet would, therefore, be made up of the following persons in a school of two hundred or less, according to Chart Number 1, with other general officers added as elected:

*Pastor*
*General Superintendent*
*Associate Superintendent*
*Secretary*
*Treasurer*
*Classification Superintendent*
*Librarian*
*Birthday Secretary*
*Missionary Superintendent*
*Temperance Superintendent*
*Teacher Training Superintendent*
*Music Director*
*Cradle Roll Department Superintendent*
*Beginners' Department Superintendent*
*Primary Department Superintendent*
*Junior Department Superintendent*

*Intermediate Department Superintendent*
*Senior Department Superintendent*
*Adult Department Superintendent*
*Home Department Superintendent*

For larger schools, as provided for in Chart Number 2, the personnel of the Cabinet would consist of the following persons, with other general officers added as elected:

*Pastor*
*General Superintendent*
*Educational Director*
*Associate Superintendent*
*General Secretary*
*General Treasurer*
*Enrollment Secretary*
*Classification Superintendent*
*Supply Teachers' Superintendent*
*Librarian*
*Historian*
*Birthday Secretary*
*Missionary Superintendent*
*Temperance Superintendent*
*Teacher Training Superintendent*
*Musical Director*
*Financial Director*
*Athletic Director*

The chairmen of the following standing committees, and the other officers named below, would also be included:

*Ushers*
*Doormen*

*Courtesy*
*Social*
*House*
*Aides*
*Messengers*
*President of the Alumni*
*Cradle Roll Department Superintendent*
*Beginners' Department Superintendent*
*Primary Department Superintendent*
*Junior Department Superintendent*
{*Intermediate Department Superintendent*
{*Senior Department Superintendent*

*or*

{*Boys' Department Superintendent*
{*Girls' Department Superintendent*

*or*

*'Teen Age Department Superintendent*
*Adult Department Superintendent*
*Home Department Superintendent*
*Parents' Department Superintendent*

I would add to this list also some representative of the organized classes. If there is a federation of organized classes in the school, the chief officer of the federation should be a member of the Cabinet.

As new officers or departments are added, for example, superintendent of hand-work, Department of, etc., etc., there should likewise be corresponding representation on the Cabinet.

## III

## OTHER GENERAL OFFICERS

### EDUCATIONAL DIRECTOR

THIS is comparatively a new office but it is one which is rapidly coming into favor because of the increased interest in educational Sunday school work. It is more and more apparent that the Sunday school superintendent, especially in a good-sized school, will have his hands too full with matters of administration to give this important function of the school work — religious education — the attention it should have. Furthermore, the educational side of the school is much more likely to be properly developed if it is in the hands of a specialist or some other person who can devote adequate time to it. In many churches nowadays there is a committee on religious education, having in charge the instruction given not only in the Sunday school, but also in all other departments of the church life. It would be an ideal plan for one member of that committee, if otherwise properly qualified, to be appointed as the educational director of the school. This officer would then become the living link between the Sunday school and the church committee on religious education. The results are likely to be much more satisfactory by this arrangement than if the educational director is

**The educational work should be in charge of a specialist**

not in touch with the church committee. If this position is well filled in any school, the superintendent will be greatly relieved because of the enlarged opportunity he has to devote himself to administration, and, if he is wise, he will congratulate himself and the school as well.

The educational director should keep abreast of the times in all matters of religious education related to the Sunday school. He should keep in close touch also with the teachers of the school, so as to ascertain whether the lessons are adapted to the classes where they are used. He should not only know what is going on in all the classes but should see that the desired results are attained. This will require occasional meetings with the teachers as a body, or by departments, and frequent conferences with them individually. Some Sunday school specialists of our day claim that the educational director should be chosen in the same manner as the superintendent and should have equal authority with him. It is evident that the church should have the right to nominate, at least, if not to select, the educational director, but the superintendent's place as the administrative head of the school must be undisputed and unshared, if the best results are to follow.

Conferences with the teachers

### ASSOCIATE SUPERINTENDENTS

Sunday schools are oftener under-officered than over-officered. The rule determining the number of associate superintendents is exceedingly flexible. Indeed, there is no rule except that of expediency.

It is a sign of a good superintendent that he gathers about him capable persons to serve as his associates. In a real sense, they are understudies for his position or for a similar position elsewhere at a future time.

**Rotation in duties necessary**

Associate superintendents should not be required to do the same kind of work continuously: one associate doing one kind of work and another a different kind, without interchanging. Associate superintendents who become familiar with all departments of the school will be most effective in the positions they hold and soonest fitted for larger ones. They are, in a true sense, the superintendent's partners. If superintendents were more careful in the training of their associates there would be fewer unfortunate breaks in the life of the Sunday school when the superintendent moves away or gives up his place. For given periods of time the various associates should have specific duties to perform; meanwhile, they should be always alert to see and do the thing that should be done, whether it is assigned to them or not, provided there is no one else at hand to do it. In no department of the school

**Team-work necessary**

is there so much need for genuine teamwork as there is with the superintendent and his associates. If, for any reason, the superintendent is not present on a given Sunday, whether his absence is expected beforehand or not, there should be no occasion to enquire who should preside in his place. That must be settled beforehand. It is desirable that one of the superintendents be constantly on the platform, not as a spy but to study the school. The associate whose duty it is to be on

the platform when the superintendent is not there should know his position without being told each time he is needed.

Many superintendents find it profitable to place one of the associates in charge of specific features of the platform work. It may be his task to take charge of the opening of the school on one Sunday and the closing exercises on another, or he may be responsible for making the announcements, etc. This should be done frequently, the superintendent selecting one associate on one Sunday and another on another Sunday. Whoever is to render any special service of this kind, however, should know of it in advance.

Platform work shared by the associates

The following duties may be assigned to the associate superintendents:

See that all absent officers and teachers are given proper attention. Specially look after such absentees as are ill. Study the order and discipline of the school. See that the other officers are doing their work properly. Cooperate with the pastor in securing church attendance. Plan ahead for special occasions, such as Children's Day, Rally Day, etc. Study the records with the secretary in order to find the weak places. Be sure that the grading is being maintained. Study the finances with the treasurer, with a view to increase the amount and secure more regularity in giving. Study the benevolences of the school. Become familiar with the library and the method of its use. See that new members are properly received. Study the departments, one at a time, to ascertain whether

Duties of associate superintendents

they are doing their best work. See that visitors receive proper attention. Look after the social life of the school. See whether the Athletic Department is properly managed. Help to develop the week-day activities of the organized classes. Give attention to the Sunday school music, in conference with the musical director. Ascertain whether the equipment is adequate in all departments.

The duties mentioned above are suggestive only. The associate superintendents are not to do the work assigned to others but should be competent and ready to do anything that needs to be done, to see that everything is in running order and to keep it so.

There should be a minimum of floor-walking and moving about and a maximum of open-eyed alertness.

### THE SECRETARY

It is impossible to overestimate the value, to any Sunday school, of a really good secretary. He always knows and never guesses. His records are kept in such a way that he can report at any moment the actual present enrollment of the whole school or of any department. He studies how to make his reports helpful to the school by way of comparison and incentive. His records show all important facts about every member of the school, facts as to entry, promotion, joining the church, leaving, etc. Records of this kind, properly kept, are of great and increasing value, while records which cannot be depended upon are useless.

**The school records**

The secretary should carefully instruct all of the teachers in regard to class-marking and see that they

follow the plans exactly. He should be kind, patient, and courteous, neat in his work and absolutely dependable. Usually people who occupy clerical positions during the week make the best secretaries.

The secretary should look upon his position as the most important one in the school and study his work diligently from every standpoint. A Sunday school, for instance, may show about the same average attendance, as a whole, throughout a given period, and if the secretary knows that the Intermediate Department is losing steadily and the Junior Department is gaining proportionately, he is in position to give the superintendent such information as will enable him to deal with the matter intelligently. In countless similar cases his technical knowledge of conditions will help the superintendent. His quarterly and annual reports should reveal to the superintendent what the inventory of a department store reveals to the manager — namely, departments that are gaining, departments that are losing, and also the general condition.

The secretary should study attendance figures and keep the superintendent informed

### THE TREASURER

The Lord's money should be handled with as much precision and care as the money in a bank. The records of receipts and expenditures should be carefully made, so as to show where the money comes from and how it is expended. Of course no money will ever be expended except upon the proper action of a committee or an individual empowered to authorize its payment. We

All expenditure must be properly authorized and recorded

are almost tempted to class the treasurer of the school as a member of the Educational Department, for certainly there can be no feature of Christian education more important than that of training the scholars in proper methods of giving. One generation of Sunday school pupils well trained in the grace of giving to the Lord's work would do away with most of the debts of churches and missionary boards.

The treasurer should study the Sunday school very carefully, with a view to developing intelligent giving, rather than large giving; for intelligent giving will become large giving. Such a study will be interesting as well as profitable. For instance, in a large number of schools, the treasurer will discover that the young women, many of whom are not supposed to be earning money, contribute more largely than the young men. He will learn also that in very few schools is the giving in proportion to the ability. If the average per capita is but two cents per Sunday, he should endeavor, by wise leadership and occasional announcements from the platform, to raise it to three cents and then to four and then to five, and so on, until the school is giving all it should. He should try to secure definite weekly pledges from all of the members, except in the younger departments, and should provide them with envelopes, that they may learn to become systematic givers while in the Sunday school. It will be good training for their church life later. Frequent reports to the school of its financial condition will be helpful. A school should always be informed, also, concerning the use that is made of its

Intelligent giving

Systematic giving

money. No treasurer could render a better service than to lead the scholars out of the duty of giving into the joy of giving, and to teach them that right giving is worship. If there is a finance committee in the school, the treasurer should keep in close touch with it and comply with all of its requirements.

### THE ENROLLMENT SECRETARY

This office is frequently combined with that of the general secretary of the school or with that of the superintendent of classification. In Sunday schools of considerable size, however, there is opportunity to render a service here that is somewhat more valuable than can be rendered by either of these officers, burdened as they are with the various kinds of work that they are expected to do. It would be entirely proper for the enrollment secretary to be under the direction of the secretary. The work required is that of keeping a live, up-to-date list of the school membership. This is not an easy thing to do.

It is well, also, to put into the hands of this officer the keeping of the records of honor, so that at the end of a given quarter he can tell how many of the members in the various departments have reached the standing required for mention upon the Roll of Honor or for other recognition. He will supply, for the most part, the information needed by the historian of the school. His records may be kept in a book or by the card system. The latter is now generally looked upon with the more favor.

**The records of honor**

### THE SUPERINTENDENT OF CLASSIFICATION

This officer is sometimes called "Superintendent of Grading." There is no position more difficult to maintain properly. It should be occupied by a person thoroughly familiar with the grading of the school and one who has absolute authority to place all members in their proper departments. No school can remain a graded school if it permits scholars to enter any class they like, or if it permits teachers to enroll scholars in their own classes at pleasure. No other person but the superintendent of classification should ever be permitted to enroll anyone as a member in any department of a graded school.

**Grading the school**

There should be a printed card of application for membership. This should be filled out by every person desiring to join the school, regardless of age — unless he is too young to write, in which case the superintendent could easily determine in what department to enter the applicant. The card would give all the desired information as to name, address, age, advancement, etc., so far as they are necessary for grading purposes.

**Application cards, also register**

All teachers and officers should understand that new scholars desiring to enter the school should be taken first to the desk of the superintendent of classification. This officer does not assign pupils to a class but to a department. The superintendent of the department will know best as to the class in which new scholars should be placed. Therefore, when a scholar has been

assigned to a given department, the responsibility of the superintendent of classification ceases so far as that member is concerned, and that of the superintendent of the department begins.

In the case of adults, an arrangement should be made whereby the application card might be filled out in the class and handed to the superintendent of classification for his records.

### SUPPLY TEACHER SUPERINTENDENT

If the school is not too large, the work of this officer may be done by the educational director. The name defines the duties of the office. Nothing will cause a class to lose interest more quickly than to have its own teacher absent and no one specially responsible to supply the place. The supply teacher superintendent should organize, if possible, a regular corps of supply teachers definitely pledged to serve at different times, if needed. There are often those in a church who are quite willing to serve in this capacity but who are unable to take the full responsibility of a class. It has been found much easier, also, to secure supply teachers if they are not to be called upon oftener than once a month. By far the best plan, when it can be followed, is to have a supply teacher for each particular class, so that it will always have the same supply teacher when the regular teacher is absent. In this way, the regular and the supply teachers can have a definite understanding as to the method of their work.

**A corps of supply teachers organized**

The matter of supply teachers is comparatively easy in a school that uses the Uniform Lessons.

Where the Graded Lessons are used it will be all the more necessary for the supply teachers to be assigned to particular departments, so that each supply teacher may know what class, or classes, she may be called upon to teach. This plan requires a large number of supply teachers, especially if there are many absences. It would be difficult for one teacher to hold herself in readiness to teach anywhere in a given department if the department were fully graded and the grades were using several different lessons. However, it can be done if the Supply Teacher Superintendent will give it the necessary attention.

### THE LIBRARIAN

Fewer Sunday schools are maintaining libraries now than formerly, because many public libraries have large departments of books specially selected for Sunday school scholars. The books for such departments are frequently selected by Sunday school workers at the request of the public library authorities, the latter furnishing catalogues of these particular books for distribution in the Sunday schools. Many Sunday school libraries have been discontinued, also, because of the large number of choice Sunday school papers now issued for pupils of all ages. However, a good library, properly maintained, is an advantage to any school. It is far easier to secure a good library than to maintain it, and here is where the skill of a librarian is chiefly required. No office in the Sunday school requires more expert knowledge than this, nor more care in its administration. A thoroughly competent

A good Sunday school library is a great advantage

librarian, who is enthusiastic in his work, will have a popular library — that is to say, a library that is well patronized.

The librarian is often made chairman of a library committee and no books are admitted into the library without his sanction. He keeps his library up-to-date by putting in a few new books from time to time and by keeping the school informed. It is far better to put in one new book a Sunday than fifty books at one time annually. The librarian should have his library properly classified, so that any member may easily find what he desires. As books become soiled and worn, they should be withdrawn or re-bound.

**The cultivation of good reading**

A good librarian can do much toward cultivating right habits of reading and the desire for the best books. He is really an educational officer. He usually has charge also of the ordering of the regular supplies — such as quarterlies, papers, cards — and printing. Here, too, is an opportunity for exercising a great influence for good. He will call the special attention of the executive officers to such periodicals as will help them. The teachers of adult classes will be asked to use lesson helps treating of the work of their department and similar suggestions will be made for all the departments of the school.

**A working library**

There should be in the library a workers' section, with classified lists of books for superintendents and and other officers, and for teachers of the various departments, and with general books on teaching, pedagogy, psychology, handwork and other features of Sunday school work. The

Sunday school librarian who is both competent and enthusiastic will add greatly to the efficiency of any Sunday school.

### HISTORIAN

Not a large proportion of Sunday schools use this office at all. It is, nevertheless, important if properly maintained. It may be combined with that of the superintendent of classification or the enrollment secretary. If someone can be placed in charge of it who has a zest for this sort of work, much interest can be created. Certain leading facts concerning every member of the school should be sought for and properly entered, so that, upon turning to his name, one may note at once all the important facts concerning his membership. Up to this point, the work is similar to that of the enrollment secretary.

**Record of scholars while in school and afterward**

After the scholar leaves the school, however, there should be an effort made to secure facts of interest regarding him and these should be entered and made known from time to time. In many cases there would be nothing special to report, but a school that keeps in touch with its members after they leave is usually a school that is full of enthusiasm and encouragement. Many schools have adopted the motto: "Once a member, always a member." There is no question but that the living touch maintained with former members through the work of a careful and efficient historian increases the interest of those attending. One school, which started as a mission over fifty years ago, is always pleased to recall that its first lady teacher is

now a missionary in Turkey, although well advanced in years. Items concerning her are eagerly sought by the historian.

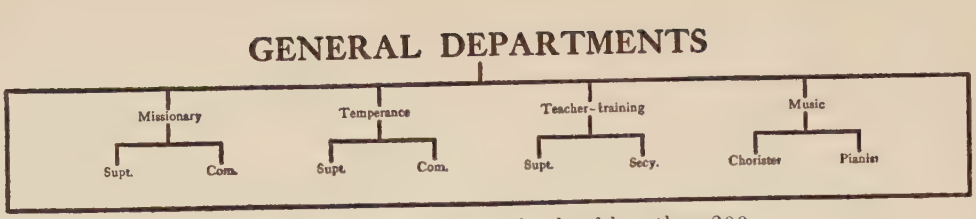
At a Sunday school anniversary or similar occasion interesting facts concerning former members could be given as a sort of report from the historian. This will create much interest if properly presented.

### BIRTHDAY SECRETARY

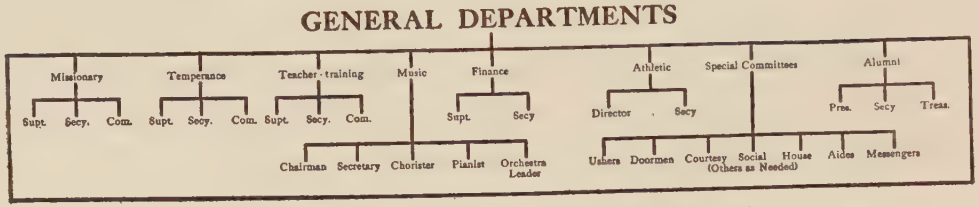
Many schools solicit birthday offerings from the members and use the money for missionary purposes. It is a good custom and helps to maintain interest. The birthday secretary will have a slip upon which names and birthdays should be recorded. The age is not necessary. The names are entered in a large diary, having a page to a day. By disregarding the days of the week this secretary can use any diary until it is filled. It is well to have a birthday letter, either written or printed to be signed by the pastor or the superintendent or both, sent out to the one whose birthday is celebrated by the birthday secretary, a week in advance. This letter should be congratulatory and should also remind the member that the coming Sunday is the nearest Sunday to his birthday and that an offering would be acceptable, for the birthday fund. In some schools the offering, solicited is one cent for each year of the giver's age ten cents for a ten-year-old, twenty cents for a twenty-year-old pupil, and so on. Thousands of dollars have been obtained through the birthday fund and used for benevolences by the Sunday school with which the

Birthday offerings

writer was so long connected. It was always a source of interest. The reading of the names of those who have had birthdays during the week, as part of the regular Sunday school report, is a pleasing feature of each session of the school.




From Chart No. 1 — for schools of less than 200




From Chart No. 2 — for schools of more than 200

## IV

## GENERAL DEPARTMENTS

### MISSIONARY DEPARTMENT

THERE should be a missionary superintendent in every Sunday school. If the school is large enough to justify it, there should be a missionary committee of from three to five persons, and the chairman should be the superintendent of the Missionary Department. To this committee, or to the superintendent, should be assigned the task of giving to the school a missionary program and training it in systematic, intelligent missionary giving. This is a most important office and affords a fine opportunity for cultivating a missionary spirit. The missionary superintendent should be a missionary enthusiast, familiar not only with what his denomination is doing but with the great missionary enterprises of the world.

Missionary program and training

There are many things that such an officer can do. He can bring to the attention of teachers interesting facts gathered from recent missionary publications; see that there are some good missionary books in the library for all departments of the school and call special attention to them; make a collection of missionary curios and show them to the school or the separate departments or to the individual classes at proper

times, and have a set of missionary charts and maps for use as needed.

One of the best ways of maintaining interest is through brief talks given frequently by the missionary superintendent in the opening service. Admirable outlines for such talks are provided in Trull's little book, "Five Missionary Minutes." The missionary superintendent should also arrange for an occasional missionary concert. There are many choice concert exercises now available for this purpose.

## TEMPERANCE

Every Sunday school should be a temperance society and all the scholars should be properly taught temperance principles. The temperance superintendent has a field of great opportunity. The war against the saloon is on in this country and it is on to a finish. The Sunday schools can help to win the day. The temperance superintendent should seek to keep the school informed by bringing to them news of the latest developments on the subject. Scientific temperance instruction is undertaken in many schools, with good effect. Pledge-signing should be encouraged and proper records kept of all who sign. The temperance superintendent should have frequent opportunity of speaking briefly to the school, especially on Temperance Sundays, when temperance songs may be sung and perhaps an address given by someone from outside the school. All of this will be arranged by the temperance superintendent.

**The war against the saloon**

The duties of this officer include the giving of instruction in regard to the use of tobacco as well as to drink, and there is, perhaps, greater danger at this point with our boys and girls at this time than in the matter of intoxicating liquor. The superintendent will secure literature on the use of tobacco, and especially concerning cigarette smoking, and will see that it is properly distributed among the scholars. The prevalence of the cigarette habit, even among girls, ought to rouse our schools to action, and to the temperance superintendent is specially committed this important and difficult task.

The use of tobacco

### TEACHER TRAINING

The superintendent of this department may be an assistant to the educational director, or the educational director may do the work of this office. It is a very important position and should be filled by an educator, if possible. The purpose of this office is to secure the training of all the teachers of the school. An ordinary teacher-training course will not, of itself, make good teachers of all who take it, but it will certainly make better teachers of them than they would be without it.

The teacher-training superintendent may not be able, in all cases, to lead the teacher-training class, but he should see that it is organized and properly taught. This is one of the most difficult departments to operate successfully, because it requires so much real work. Teaching is not easy and preparing to teach is a task that requires diligent study and application.

A difficult department to operate successfully

The weakest point in most Sunday schools is the teaching. We must have trained teachers, and any ordinary school may have them if it will address itself to the task with sufficient faith and determination.

There should be a teacher-training class organized for those already teaching, whenever it is possible. The most hopeful field of operation, however, is among young people specially qualified to become teachers, and organized into a teacher-training class meeting at the Sunday school hour. This is usually the best class for the teacher-training superintendent to teach, himself. The teacher-training class may not be maintained throughout the year but should have a thorough course covering perhaps six or eight months each year. The superintendent should also endeavor to cultivate the reading habit among the teachers by placing in their hands the best books on different features of the teacher's work. The slogan of every Sunday school should be "Every teacher trained," and the teacher-training superintendent should undertake seriously to realize this ideal.

**Classes for teachers, and for those preparing to teach**

## MUSIC

Too often the music of our Sunday schools receives slipshod attention. In small schools the chorister and the pianist, in consultation with the superintendent, can generally do all that needs to be done, but in larger schools the problem is somewhat more difficult. It is well to have a music committee in general charge of the music of the whole school. Such a

**A music committee for large schools**

committee should be properly organized. The chorister, while not necessarily at its head will usually be the central figure in it.

Special attention should be given to the selection of music for the school, and particularly for the various departments which sing by themselves. The chorister should be a man who looks upon sacred music as a feature of the Sunday school worship and not as an exercise or entertainment. The chorister and the superintendent should be in the heartiest accord, so that the music may fit into the program for the day. If there is an orchestra, it should play appropriate music and be wholly under proper control.

Much can be done to improve the music of a Sunday school by having trained choirs. Some schools have choirs of children — choirs of boys and of girls — and mixed choirs of young people. It is not possible for all schools to have a number of choirs but almost any school can have one. These choirs need not necessarily sing anthems. They may sing some of the hymns from the song-book in use, and if they sing well the music will always be enjoyed. They can add variety to the music by singing the stanzas of a hymn while the whole school joins in singing the chorus. An occasional solo will be interesting and helpful. Music is the soul of the devotional service of a school, as prayer and Scripture are the heart of it.

**Trained choir valuable**

Pay much attention to the music. See that it is worshipful and inspiring and that the words speak forth the gospel message.

### FINANCE

Altogether too few schools give systematic and suitable direction to their financial affairs. The Sunday School Finance Committee should include at least one representative of the church. As soon as this Committee knows approximately its available resources, it should prepare an annual budget, setting apart a certain amount of money for each item of outlay, including a carefully reckoned system of benevolences. Then it should plan its work by the budget and keep within the income. It should require that all purchases be made through a given, recognized channel and that all bills be properly passed upon and paid. The business of the Sunday school should be transacted in a thoroughly business-like way that will command the respect of business people. The finance committee also has one of the school's finest opportunities to train the children and young people in the Christian grace of systematic giving.

Importance of annual budget covering all school finances

### ATHLETIC

Boys and girls must play, and it would do older people no harm if they, themselves, played more than they do. The question the Sunday school faces is whether or not the play shall be clean and suitable. Much of the athletics carried on outside of Sunday school jurisdiction is clean and wholesome but much of it is not. A properly organized athletic department in any good-sized school will conduct its work

in such a way as to give real pleasure and profit, not only to those who participate but also to the whole school.

Thousands of schools have teams for baseball, basket-ball, tennis, bowling, etc., and clubs for rowing, fishing, swimming, hunting, and many other sports for gymnasium and field. Many a teacher who has utterly failed in the class has won a boy by playing games with him. Our Sunday schools are, more and more, coming to recognize that boys and girls have a four-fold nature to be developed — physical, mental, moral, and spiritual — and that our responsibility cannot be wholly met if we neglect any part of it. Let the boys and girls know that the Sunday school wants them to be strong in their bodies and happy in their lives, so they may be of greater service to the Lord.

Importance of play

Do not try to organize too many teams or clubs for athletics at one time, but start with those called for and add others as the demand arises.

### ALUMNI

This department is new to most Sunday schools, especially under this name, but many schools have tried to hold their former members by some sort of organization and in some places a department of this kind has proved successful. An alumnus is usually one who has been a member of the school and has moved away. In some cases there may be other conditions besides that of mere absence, such as having won certain recognition or having completed a prescribed course of study.

The ingenuity of the officers of the school will devise methods whereby this department can be made useful in maintaining interest. Occasional homecoming reunions may be held profitably, where pleasing reminiscences may be recited. Anything that creates or maintains a feeling of interest among people banded together in any good cause is a benefit. The idea, of course, of this Sunday school department is taken from the custom in practically all colleges, where the alumni exercise a large influence for good.

Home coming re-unions useful

## V

## STANDING AND SPECIAL COMMITTEES

SOME of the standing committees have been referred to in connection with the general departments treated in the last chapter. We shall not refer to them again here but desire to call attention, rather, to various other committees which have proved helpful.

### USHERS

It always gives one a "homey" feeling to be welcomed at the door of a church by someone who extends a hearty greeting and shows genuine courtesy. This is true even if one is a regular attendant, although it is especially true of visitors and occasional comers.

Importance of the usher's office

It is not an easy matter to find good ushers or to be a good usher. Often the reputation of an entire establishment, be it church or school or any other organization, is temporarily in the hands of the usher. First impressions are often lasting. It is a good custom, and helps to cultivate the spirit of reverence, to usher scholars to their seats, especially if they are late and sometimes even if they come in before the session is opened.

This committee should be well organized and made up of people who are warm-hearted and cheery-faced.

They should know the art of handshaking and of smiling but should not be given to overmuch talking.

### DOORMEN

This important committee should be made up of as many men as there are doors that are used during the service, whether these doors lead into the building or from one part of it to another. The doormen should be in complete control of the doors. They should know exactly at what moment the doors leading from without into the main room should be closed and when people should be admitted or held back after the service has begun. There is scarcely anything that contributes more directly to the maintenance of good order and discipline in the school than the services of good doormen.

When school doors should be opened and when closed

They should be familiar with the signals from the platform, although they should know their duties well enough not to require them. It often happens that one department of the school closes before another, and if its members are permitted to pass through into other rooms where the exercises are not concluded, there is confusion and always a loss in the effect of the closing service. Officers and other grown people should observe the rules of the doors, or the children will not be inclined to do so.

### COURTESY

This Committee is necessary only in large schools where there are many visitors. It often happens

that people come to study such schools, with a view to improving the work in their own schools. The object of the Courtesy Committee is to conduct visitors about the rooms and to explain the working of the school, showing them whatever they desire to see. They will take them into the various departments only at proper times and in a proper manner and will see that the disturbance incident to going about the building is reduced to a minimum, although they cannot avoid it altogether. Courtesy of this kind extended to a casual visitor will often make a permanent member of him. Many schools have found a Courtesy Committee very effective.

**A committee in large schools to show the work of the school to visitors**

### SOCIAL

This committee should be made up mostly of young people and should represent all the departments of the school. The members representing the very youngest departments may be teachers or officers of those departments, but above the intermediate grades some scholars may be used. The general direction of the committee should be in charge of those who are mature and fully familiar with the social requirements of the school. In large cities where the tension of social life is high, there would seem to be not much for this committee to do, but more and more the church is coming to realize its responsibility to provide a strong, clean social atmosphere for its young people.

The church should be a social center, under proper restrictions. It should be the place, next to the home, where the young people may find their highest joys and most delightful fellowships. The Social Committee can arrange at proper times for social functions for the various departments or for the school as a whole.

The social committee and Church life

Picnics and outings would also come under the direction of this committee. One of the chief benefits of a Social Committee is that it would control all of the social affairs of the school, thus preventing many of the unfortunate results coming from the practice of having inappropriate social gatherings arranged by irresponsible persons, often at unsuitable times.

Capable management

This committee should not simply undertake to arrange for such gatherings as are called for but should also take the initiative and definitely organize, dignify, and systematize the social life of the school.

In general

## HOUSE

One person from each department of the school, together with the janitor and the chairman of the Board of Trustees of the church would, perhaps, make a good House Committee.

The purpose of this committee is to see that the quarters of the Sunday school are properly arranged for whatever is to take place there. The janitor will not always be sure exactly what is needed. He may not know whether to open and warm the whole

Securing convenience and comfort

house or only certain rooms. The House Committee will see that definite instructions are given to him, and that the house is always in readiness when required. Many schools are in the habit of looking upon their janitor as one of the officers of the school, and this is a good idea.

### AIDES

The aides are young men from fourteen to eighteen years of age who are eyes, ears, hands, and feet for the superintendent.

Being useful

They see that the platform is in readiness, that the flags, books, bells, banners, blackboards, and other needed articles are in their proper places. If the Sunday school occupies the church auditorium and the platform furniture has to be rearranged before the Sunday school session, the aides should be given charge of the matter so that no officer of the school will be required to take any time from the important work of welcoming and greeting members and visitors. The work of an aide gives one good training for the office of superintendent later.

### MESSENGERS

These are boys of junior age under the direction of a man or an older boy. Their work is usually done on Sunday afternoons and consists in carrying messages to members of the school who have been absent from the session of the day. Oftentimes these messages are in the form of telegrams. The messengers also deliver other messages for both pastor and super-

intendent and distribute church calendars and church papers. This training is good for the boys and, as a rule, they like it.

The director in charge of the messengers will find it profitable to call them together frequently for a pleasant evening, for which he may provide music or some other kind of entertainment. Some of the happiest experiences I have ever had in connection with my own Sunday school work have been with the messenger boys.

Fun and fellowship

## VI

## THE DIVISIONS

By general consent the Sunday school is now separated into three parts, known as divisions, as follows:

I. *Elementary Division.* Ages — birth to thirteen.

II. *Secondary Division.* Ages — thirteen to twenty.[1]

III. *Adult Division.* Ages — twenty and up.[1]

This division of the school is altogether arbitrary and is based chiefly upon age. Every member of the school, no matter what his age or line of work, naturally falls into one or another of these divisions. In determining the age limitations, effort has been made to take into account the physical and mental development of pupils under twenty years of age and, also, so far as possible, the classifications recognized in the public schools. No such arbitrary arrangement, however, is equally applicable everywhere, for pupils, particularly in the early adolescent period, develop physically and mentally more rapidly in some climates than in others. Nor are all educators agreed that the age limits herein presented are the best for general purposes. However, we shall follow the classification given above, which has been adopted by the International Sunday School Association and is in general use.

**The basis of the division**

[1] Pupils twenty-one years of age are placed by some in the Secondary Division.

For the most part, the General Departments referred to in Chapters IV and V operate in all the Divisions, although some of them — the Teacher-training, for example — deal with the teachers and officers rather than with the pupils. The Home Department and the Parents' Department have not usually been considered as belonging to the Adult Division. We prefer, however, to place them there, so that the three Divisions may actually include all members of the school. It is true, of course, that there are members of the Home Department who are not old enough to be classified as adults but so large a proportion of the members are grown, that it is no violence to our general purpose to place this Department here. A school thus separated into three divisions resembles somewhat an army composed of three divisions, each having an organization of its own, but each under the direction of a general officer and his associates.

**The general departments**

The work of these divisions should be coordinated in such a manner as to make a working unit of the entire school. Failure in this respect would give rise to a situation like that confronting an army whose battalions decide to attack the enemy at different times and places — nothing but confusion and defeat would follow. Yet here is where many a Sunday school is failing. A school which is merely a collection of classes and divisions and without an all-inclusive organization and a pronounced unity of action, loses to a large degree its impact for good as a whole.

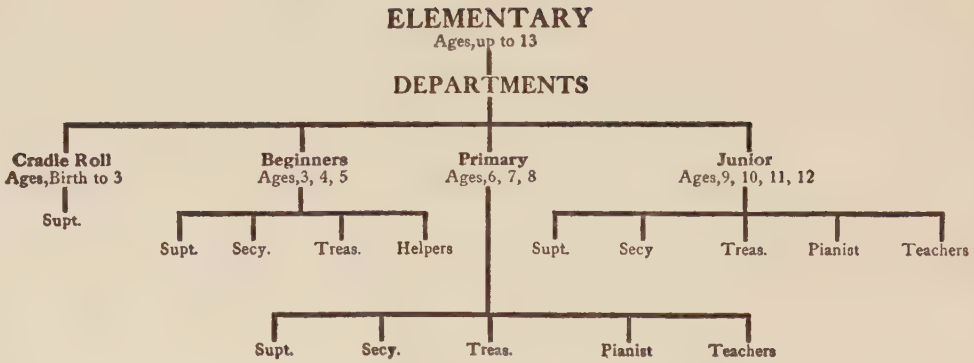
**A working unit**

The divisions of a school must keep step, all facing

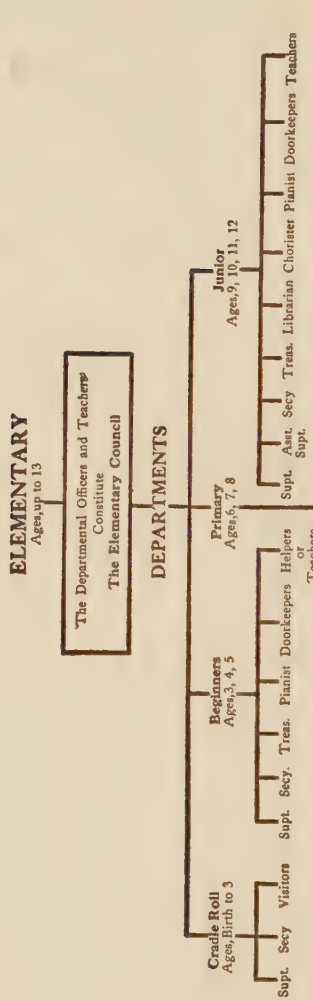
in the same direction and all intent upon accomplishing the same general results. The success of one division should inspire the others to greater effort and cause the general administration to concentrate upon those that are not making the headway they should.

The Cabinet the unifying factor

This is entirely possible, because the leading officers in all the divisions are members of the Superintendent's Cabinet, in which all general matters concerning the welfare of the school are discussed. In some schools we find division superintendents who have general oversight of the work of the divisions, but this plan is not in general use, and has little to commend it. A better method is that of assigning the divisions, for a time at least, to the various assistant superintendents, not with a view to authoritative supervision, but with the object of familiarizing them with all that is being done so that they may be in a position to make suggestions to the Cabinet as to possible improvement.




From Chart No. 1 — for schools of less than 200


ELEMENTARY
Ages, up to 13
The Departmental Officers and Teachers Constitute The Elementary Council
DEPARTMENTS
Cradle Roll
Ages, Birth to 3
Supt. Secy Visitors
Beginners
Ages, 3, 4, 5
Supt. Secy. Treas. Pianist Doorkeepers Helpers or Teachers
Primary
Ages, 6, 7, 8
Supt. Asst. Secy Treas. Librarian Chorister Pianist Doorkeepers Teachers
Junior
Ages, 9, 10, 11, 12
Supt. Asst. Supt. Secy. Treas. Librarian Chorister Pianist Doorkeepers Teachers

From Chart No. 2 — for schools of more than 200

## VII

## THE ELEMENTARY DIVISION

FOR convenience, we shall study the outline of this division from Charts 1 and 2 together, following for the most part Chart 2, it being understood, of course, that the duties assigned to several persons in larger schools may be placed in the hands of one person in smaller schools.

It will be observed that in small schools we have not recommended the organization of an Elementary Council. The reason is that it often happens in schools of less than one hundred that the Primary superintendent has charge also of the Beginners and the Cradle Roll and, in many cases, is obliged to teach, besides. However, it is quite possible for the departmental officers and teachers in an Elementary Division of a small school to meet frequently to discuss general conditions, and thus they would constitute, in effect, an Elementary Council, even if but two or three might be considered members. The larger the amount of thought and study that is put upon the work of this division — or of any other — by those in general charge, the greater will be the results for good.

A potential elementary council

We recommend, therefore, that the Elementary Council have frequent meetings, even though they be brief. The Council may meet at the opening or at

the close of the Sunday school session to talk over matters of pressing importance, and an occasional meeting occupying an evening may be held either at the church or in the home of one of the members. Best results, however, will be produced by regular meetings, with ample time for discussion and business. The superintendent of the school should be kept informed as to all that is going on and should often be invited to the Council meetings.

The council's meetings

### THE DEPARTMENTS

In a thoroughly graded Sunday school there are four departments in the Elementary Division, namely:

*Cradle Roll* . . . . . *Ages, Birth to 3.*
*Beginners'* . . . . . *Ages, 3, 4 and 5.*
*Primary* . . . . . *Ages 6, 7 and 8.*
*Junior* . . . . . *Ages, 9, 10, 11 and 12.*

The superintendents of these various departments should heartily cooperate with each other for the purpose of securing the largest results in such matters, for example, as the preparation of pupils for advancement, the giving of helpful information as to peculiarities of pupils, conditions, etc. They should not permit pupils to be retained in their departments beyond the proper time for promotion. This would be an injustice to the school and to both the departments interested, and — more especially — to the pupil. Elementary Division superintendents should also endeavor to cultivate a division spirit. This would find expression in occa-

Inter-departmental cooperation

sional social gatherings of all the officers, teachers, and helpers in a given division. The more interest each individual department takes in the work of other departments, the greater will be its own success.

A marvelously rich literature has been developed dealing with this branch of Sunday school work and all elementary teachers and officers are recommended to secure, so far as possible, the charts, certificates, leaflets, etc., prepared by their own denominations and the various state and provincial associations.

### THE CRADLE ROLL DEPARTMENT

This Department, in many respects, is the most attractive department of the entire school. It is sure to be so in the eyes of the superintendent of the Department, if the right persons is in that position. The Cradle Roll superintendent must have a mother-heart; one whose idea is simply to secure a long list of names will accomplish but little.

A beautiful ministry

The possibilities of this Department we have only just begun to appreciate. Every child in the Cradle Roll is a golden gate of opportunity into a rich harvest field, if only those in charge of the Department are wise and loving enough to realize it. If the baby is in a Christian home, the parents and other members of the family will deeply appreciate all attentions that are paid to the little one in the name of Him who loved children. If the home is not Christian, the opportunity for a sweet ministry will be greater still. Thousands of fathers and mothers have been led to God and into the church because some faithful Cradle Roll superin-

tendent showed the spirit of the Master while visiting their baby. It is as true today as in the past that "a little child shall lead them."

Future pupils

The great difficulty in securing the presence in the Sunday school of children when they are old enough to attend is largely obviated if, as babies, they have been members of the Cradle Roll and breathed the atmosphere of the school. In a small Department the superintendent can do all that needs to be done; but there are many large departments enrolling hundreds of children in which there is plenty of work for a secretary and a number of visitors as well.

Making them at home

Of course this department does not attend the school except on special occasions, such as its members' birthdays, Children's Day, etc. Nevertheless there may be found in many churches little rooms set apart for the Cradle Roll members, where the Cradle Roll superintendent can meet from Sunday to Sunday the older ones who are almost ready to enter the Beginners' Department. By this plan, the Cradle Roll children become acquainted with Sunday school surroundings and feel more at home when the time comes for promotion. However, their attendance when they are under three years of age is not encouraged.

As to suggestions

There are many beautiful things that may be done for the children and their parents, and many choice ways of maintaining interest, but it is not our purpose to describe them here. They are mentioned in the literature referred to above.

### THE BEGINNERS' DEPARTMENT

This is composed of the youngest members in any of the attending departments and should have a room or a division to itself. The methods of work will be similar to those operative in the kindergarten and the room should be arranged with that in view. There should be small chairs and with space in which to arrange them in a circle. If possible, there should be low tables and other equipment but that does not fall within the scope of our consideration here. As children in the Beginners' Department require attention in removing their wraps, marching, etc., it is necessary to have assistants, even though the Department is not large. Its success depends, for the most part, upon the superintendent, who should be a lover of children, and, if possible, a woman of kindergarten training. This Department requires much originality and genius in its administration. The real power is a loving interest, for to it little children readily respond.

Members, methods and workers

One person may serve as both secretary and treasurer. The Department should be provided with a piano, and the singing should be in charge of a leader who understands glad worship for little children. Wise doorkeepers, by preventing interruptions, can preserve the desired spirit of quiet reverence. Except in large Departments the Beginners' superintendent usually conducts the informal circle talk and the story period, and for that reason the Chart mentions "Helpers" rather than "Teachers." In this Depart-

The superintendent and her helpers

ment they should always be alert and ready to do whatever needs to be done, particularly in waiting upon the children and in assisting the superintendent as she may direct.

### THE PRIMARY DEPARTMENT

Every Sunday school has a Primary Department. The pupils of this Department are also pupils in the day school. Therefore more day school methods may be adopted here than in the Beginners' Department. No other officer in the entire school has a larger opportunity for laying foundations than the Primary Superintendent. She should be attractive in manner, lovingly strict in discipline, impartial in administration and tender and patient as a mother, and should have an undaunted faith that children of the primary age can be led to accept Christ as their Saviour and taught how to serve Him.

Of course the Primary Department should have a separate room or group of rooms. The size of the Department will determine, in general, at least, the number of officers needed, although in a Department of fifty or more all of the officers named in Chart 2 can be profitably employed. Provision should be made for three grades, with as many classes in each as are necessary. In this Department, especially if it be of good size, the superintendent should do little teaching, except as a substitute. A full corps of efficient grade teachers is needed. The superintendent should be always on the lookout for good teachers and when vacancies occur should present names, for

**Organization**

**Filling vacancies**

approval, to the pastor and the general superintendent, so that the vacancies may be filled in the regular way. The names of the officers mentioned in the Chart describe the duties of their offices.

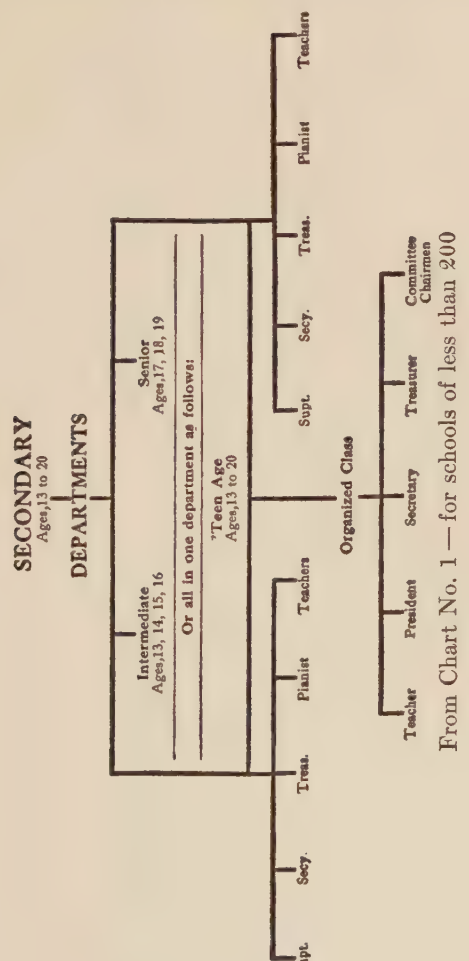
### THE JUNIOR DEPARTMENT

This Department likewise should have, if possible, a separate room, and provision should be made for four grades. The same offices are named here as in the Primary Department, and they will need to be filled with great care. The Juniors are at the age of assertiveness and overflowing life. The matter of discipline will require much attention. While we recommend that women superintend the three preceding departments and while we are convinced that in, perhaps, the majority of cases women are successfully managing Junior Departments, nevertheless there are many men who are adapted to this place, and earnest Christian young men are desired as teachers of Junior boys.

Activities and means of influence

There is a wide range for the activities of this department, particularly those which take place during the week. The teachers can do much toward influencing children of Junior age through week-day activities. Hand-work forms an important element in the teaching. In some schools we find a superintendent of hand-work, although the departmental superintendent or one of the assistants may have general direction of it. The pupils read much, and there is a fine opportunity for the librarian to gather and recommend suitable books or Sunday school papers and thus have a large part in

influencing the reading habits of the pupils. The more seriously all the officers and teachers undertake their work and apply themselves to it, the greater will be the results for good. There should be earnest endeavor to secure the allegiance of every Junior to Christ and His service.

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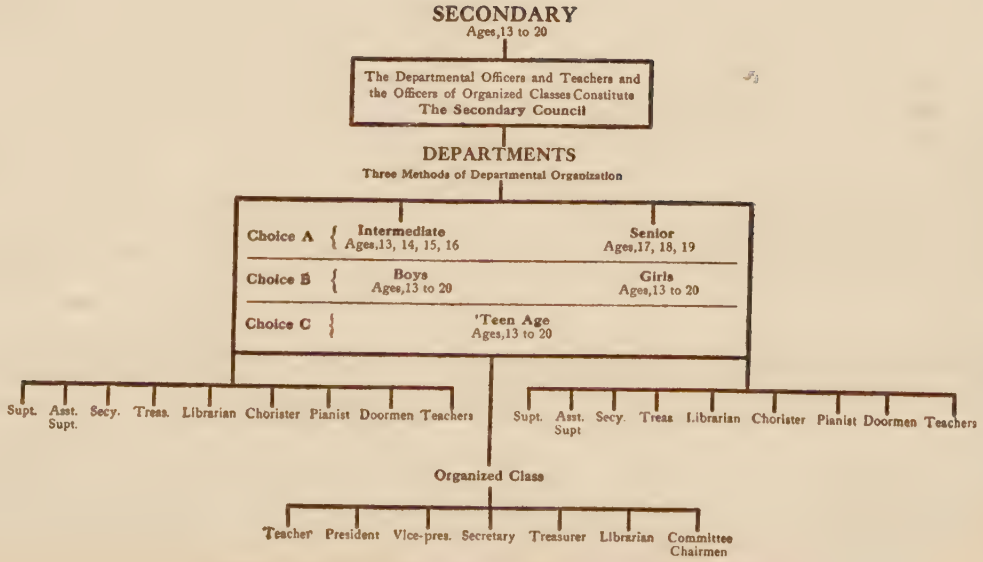



From Chart No. 2 — for schools of more than 200

## VIII

## THE SECONDARY DIVISION

AS a division of the Sunday school, the Secondary is comparatively new. It covers the period referred to as the "'Teen Age." For years we have recognized that this portion of the Sunday school membership has been the "joint in the harness," or the place of greatest weakness. And yet the fact remains that during the 'teen years more decisions are made, both for and against Christ, than in any other time of life. During this period, also, the doors of our Sunday schools swing both ways and more of the boys and girls are lost from membership than at any other time.

This is by far the most difficult division of the school to manage and presents more problems and embarrassments than all the rest. We have heard much in years past about the problem of the boy and girl, but we are now coming to learn that the real problem is that of leadership. Direction is needed here rather than control.

The real problem

It will be observed that we have recommended a separate Council for the Secondary Divisions of larger schools. All we said of the Elementary Council applies to this Secondary Council and we recommend that it include officers of organized classes.

The secondary council

The 'teen age is the period when boys and girls want "to join something." They come together for their clubs and bands, gangs, etc., whether we wish it or not, and it is possible in this division wisely to guide this inborn proclivity and see that it is directed into proper channels. The attention of the Sunday school world is now centered upon this division perhaps more than upon any other, just as in the two decades past it has been centered upon the Elementary Division, until now that is the best-organized and most thoroughly equipped part of the school. In no other division is there greater need for care in the selecting of officers and teachers than in this division including boys and girls of the 'teen age. Here we are leading young lives through the various periods of adolescence, which are surrounded with dangers but filled with glorious opportunities.

**The organizing instinct and its direction**

Within the past few years a very prolific literature has been developed bearing particularly upon the work and problems of this division, and Secondary officers and teachers will do well to keep abreast of the times through the opportunities for reading that it offers and by patient application of what they learn.

**Keeping posted**

## DEPARTMENTS

There are various methods of departmentalizing the Secondary Division. The three principal ones are indicated in Chart 2 and are follows:

Choice A, in which the Division is separated into two departments:

*Intermediate* ..... *Ages — 13, 14, 15 and 16.*
*Senior* ..... *Ages — 17, 18, 19.*[1]

Three methods of departmentalizing

This is the oldest and most generally-used form of separating this division into departments.

Choice B, in which all the boys of 'teen age are in one department and all of the girls of 'teen age in another.

Choice C, in which all boys and girls of 'teen age are in one department. This is used mostly in small schools.

## Choice A

### THE INTERMEDIATE DEPARTMENT

Everybody knows what is meant by the "Intermediate" Department, but that word is unfortunate, as it has no definite significance.

We have no hesitancy in saying that a man should be chosen as superintendent of this department.

The superintendent

Usually public school men who are in the habit of dealing with pupils of Intermediate age will be the most successful. No one can hope for success, however, who cannot win his way into the affections and confidence of boys and girls. He must administer his department with a strong hand covered with a velvet glove. He should know that one of the peculiarities of the adolescent years is the forming of likes and dislikes and the making of decisions. The methods of discipline that can be admin-

[1] See note on page 52.

istered in the Primary Department will not do here, and the superintendent must know every inch of the way, or he will soon run upon the rocks. He will learn, if he has not already learned, that boys and girls of these years yield to love and confidence quite as readily as younger children, but that the love and confidence must be expressed in a somewhat different way. Very much will depend upon the teacher.

The offices named for this department are much the same as those suggested for the Junior Department, and the duties of each need not be specifically described here. This is a time when week-day activities bulk large in the estimation of the pupils, and the Intermediate officers and teachers who do not get "into the game" will find themselves losing their hold upon their classes, while "the game" goes vigorously on. It is well for the teachers not only to mingle with their pupils in these week-day activities but to endeavor to direct them.

Getting into the game

There is much excellent literature on the Intermediate Department that can be easily obtained.

## THE SENIOR DEPARTMENT

"Senior," while more appropriate than "Intermediate," is still confusing, because many schools use it, although improperly, for the department composed of adults. Twenty-year-old pupils are often classified as Seniors but many prefer that the Secondary Division should include strictly the 'teen age

pupils. There are many schools also that include the Senior Department with the Adult, although we believe this is being done less and less.

Since pupils of the Senior ages — 17–19 — are recognized as young men and young women, the methods of teaching change, of course, and properly so. In most cases, discipline becomes less of an element in administration and more attention can be given to constructive Bible study. What was said of the officers of the Intermediate Department can be applied here, but in the Senior Department men and women who are strongest spiritually and intellectually as well as in administrative ability should be chosen. They must lead by sheer ability and cannot depend upon the titles of their offices.

Methods and officers

## Choice B

### THE BOYS' DEPARTMENT

More and more the boys of the 'teen age are being grouped together into a department. This is not the result of any theory but of conditions that must be recognized. Many of the classes of the 'teen age will organize and have much going on during the week; and at this point the boys and girls separate, for their week-day activities usually bear them in different directions. This applies particularly to sports. In some of them the boys and girls can join — as in the case of tennis, — but in many, especially the heavier games, the boys will be alone; while the girls will engage in other games that would not be attrac-

tive to the boys. The superintendent of the Boys' Department should, of course, be a man.

### THE GIRLS' DEPARTMENT

The superintendent of the Girls' Department should be a woman. All the arguments given above for a boys' department apply also in reference to a girls' department. There is large opportunity here for well-trained leadership.

## Choice C

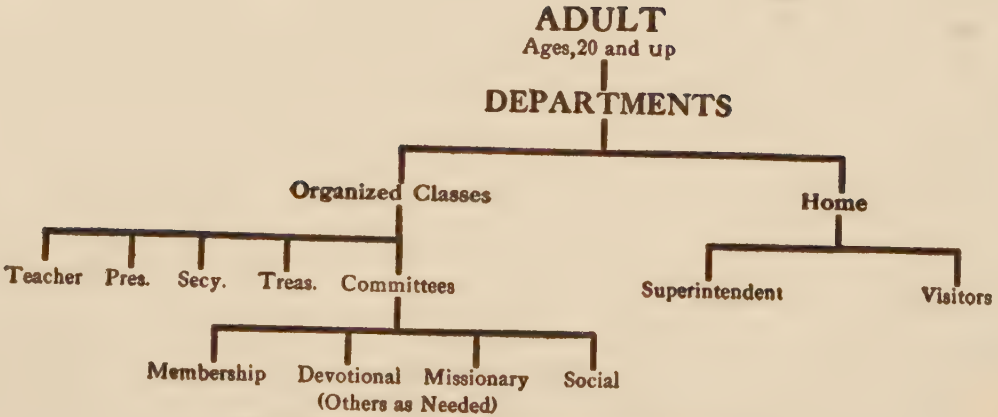
### 'TEEN AGE

This form of organization is used largely in small schools where there are but few scholars of the 'teen age: for instance, in a school of sixty pupils, with perhaps one small class of boys and another of girls. Both of these classes would be in one department with the name given above.

### ORGANIZED CLASSES

With increasing frequency classes are forming themselves into organizations, and properly so. The only need for caution that we desire to mention in connection with organized classes in the Secondary Division is that teachers should have a larger part in directing the organizations than in the Adult Division. This is particularly true in the Intermediate Classes. If the boys are allowed to follow their own inclinations, they will not always be wise, although a good leader

will give them all the leeway possible, and will generally direct their activities without appearing to do so. The more the scholars are really managing their organizations, the better they will like it. We shall speak of organized classes later, in connection with Adult Division.

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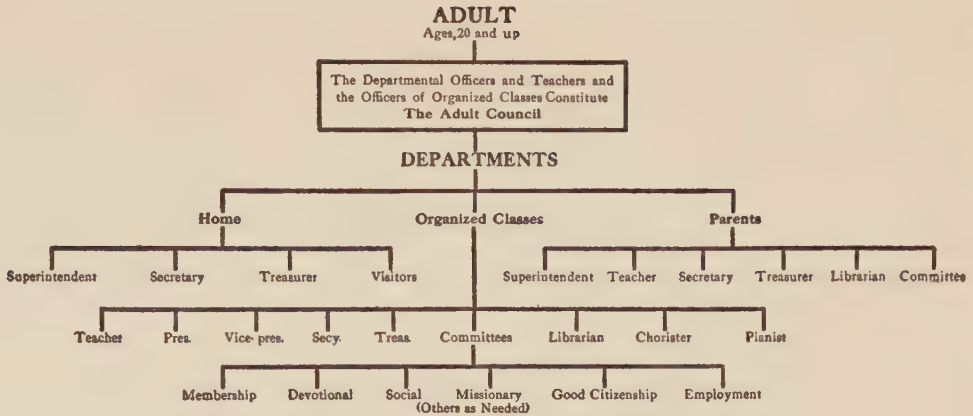


From Chart No. 2 — for schools of more than 200

## IX

## THE ADULT DIVISION

ONE of the features of the Sunday school activity of our day is the growth of the Adult Division in the Sunday school. This is a surprise, particularly to those who are not familiar with conditions.

**The place of most rapid growth**

It is probable that the Sunday schools of North America are growing in membership today more rapidly in the Adult Division than in any other. This is one cause of the revised and more comprehensive and adequate estimate that is now being placed upon the school by the Church. It is estimated that 100,000 men are being added to the Sunday schools of North America annually, and that there are probably two and a half million men in the Adult Departments of the schools of North America at present. These statements are cited here because of their bearing upon the organization of the Sunday school. Formerly we had the Elementary *Division* and the Adult *Department* but now we have the Adult *Division* and there are departments in this division which were not formerly recognized.

**The adult council**

The Adult Council is organized in the same manner as the Secondary Council. It consists of all officers and teachers in the division and the officers of organized classes. The latter con-

stitute a much stronger element in this division than in any other.

### THE ORGANIZED CLASSES

All classes in the Adult Department should be organized. An elaborate organization is not necessary, but no class in this day of busy social service and week-day activities can live up to its opportunity by simply being a Bible class on Sunday. The Bible class is the place for impression; the organization gives opportunity for expression. Before any class is organized, it is recommended that it procure the proper literature and become familiar with the best methods of organization.

Class officers

It will be observed that we suggest for the organized classes of the school practically the same officers as for the other divisions. Comparatively few of the organized classes have separate rooms where they can carry out some of the features indicated. For example, most of the classes would require no chorister, except for the week-day meetings, as they could not sing during the Sunday school session unless they had separate rooms. The outline given in the chart conforms to the requirements of the International Association, which have been adopted, for the most part, not only for this division but for the Secondary Division as well.

Class and school

The adult organized class governs itself. Every officer has specific duties to perform. That of the teacher is to teach; that of the president, to preside, etc. It ought to be stated plainly that an organized class should keep in mind the

welfare of the whole school. There are classes that become so absorbed in themselves that they do not desire to have any connection with the school, except in name. They are not willing to engage in either the opening or the closing exercises nor to contribute their share of money to the general treasury. This is fundamentally wrong and the end is sure to be disastrous. Class loyalty is good but school loyalty is good also.

Many organized classes can use more time than is given to the regular ordinary classes of the school. Therefore, if they are present at the opening service, or a part of it, so that they may be recognized as living factors in the school, it is not necessary that they return for the closing exercises. A school cannot be weak in any department very long if its older classes are well organized and doing effective work.

## THE COMMITTEES

We have mentioned on the Chart a few of the committees that can be profitably used. The committees named on Chart 1 are those required by the International standard of organization. Other committees should be formed only as they are needed.

The committee names appearing on Chart 2 will suggest other lines of activity, while many more committees can be used profitably and are so used by many thoroughly organized classes. The ingenuity of the class officers will assert itself at this point and some classes will work along one line and some another. It matters

**Adapting the work to the class**

not so much what good thing they do, as that they make a definite program and then carry it out.

### THE HOME DEPARTMENT

The Home Department is here recognized as a department of the Adult Division. Usually a woman makes the best superintendent, although many Home Departments are managed by men. As we indicated in describing the other non-attending department of the school — the Cradle Roll — success does not depend upon securing a large number of names. The Home Department offers a rich field for work and one that responds readily to the right kind of cultivation.

There has been a tendency in the past few years to neglect this department. It is really one of the most fruitful departments of the whole Sunday school when properly conducted. The superintendent may direct it but the real life of the department is found in the visitors, who correspond to the teachers in the attending departments. There is no excuse for members of the church not becoming members of the Sunday school, for if they cannot go to its weekly sessions the Home Department comes to them; and the day is near when no church will consider itself fully organized unless every member is enrolled in some department of the Sunday school.

Its importance and value

### THE PARENTS' DEPARTMENT

This is a new department and is coming rapidly into favor. Its name describes it. It is specifically for fathers and mothers. It may be conducted by a

father or a mother or by some other person having the paternal or maternal instinct.

Subjects of study

Some Parents' Departments discuss in the Sunday school hour problems connected with home life and the rearing of children. We believe, however, that it is better that they should take up regular Bible lessons at that time, with such incidental discussion of other matters as may be appropriate, holding meetings during the week to consider subjects more directly connected with the home. This the Parents' Department will do more and more.

The librarian

It will be observed that a full line of officers is suggested for this department. The librarian here will have large responsibility. We recommend that a woman hold this position. She will recommend books and magazines of especial interest to mothers and fathers. A library may be procured and will prove very valuable if wisely selected.

The parents' department and the school

The influence upon the school, as well as upon the members themselves, of having a strong Parents' Department cannot be over-estimated, and we trust that many schools will adopt the plan. The superintendent of this department would be a member of the Cabinet, and through him the interests of the department would be well taken care of in connection with the general plans of the school. Occasional special days for the parents could be arranged and recognition given to them in the program. This would help to create and maintain interest.

## X

## THE LESSONS AND ORGANIZATION

A CHAPTER on Sunday school lessons may at first seem somewhat foreign to the subject of our book, but inasmuch as the adaptation of the lessons to the school is based upon the plans of organization, we deem it entirely appropriate. The International Association, through its Lesson Committee, issues two courses of lessons — the Uniform and the Graded.

The uniform lessons

The Uniform Lessons were introduced more than forty years ago — at a time when lesson conditions in the Sunday school world were exceedingly chaotic. For the most part, individual teachers were themselves selecting their lessons from any part of the Bible they desired. The use of the same lesson for all departments of the school and for all the schools of the land soon began to popularize the Sunday school and bring people together. The Uniform Lessons created a community of interest.

A business proposition

They also made it possible for the first time for great publishing concerns to issue lesson literature at a profit, and as a result the output of lesson material soon became enormous. They served and are still serving a great purpose, and they are probably being used more largely now than ever before.

The graded lessons

With the increased Sunday school interest and activity, and with the great advance in organization and teacher-training, there developed a new sense of Sunday school need. Leading Sunday school workers and educators began to ask for lessons that were better adapted to the different stages of the pupils' development. After considerable experimenting, the International System of Graded Lessons was introduced, comprising a separate series of lessons for each year from four to twenty. Thus a fully-graded Sunday school following the entire present course of graded lessons could use seventeen or eighteen different lessons on a given Sunday.

How they are used

These Graded Lessons are, for the most part, admirably chosen and well adapted to the purpose for which they are prepared. Perhaps one-third of the Sunday schools of North America are using them as a whole or in part. Many schools introduced them as rapidly as they were prepared by the publishers and are now using all the grades. Many others use them for the Beginners and the Primary Department, employing Uniform Lessons for the remainder of the departments, while still others use them also in the Junior and Intermediate Departments and follow the Uniform Lessons from that point onward.

Under existing conditions, the writer recommends the use of the Graded Lessons in all the departments of the Elementary and Secondary Divisions, especially if these departments have separate rooms. Probably most schools use the Uniform Lessons for all departments above the Junior, if it is necessary for

those departments to meet in one room, believing they secure better results thus than by trying to teach a number of lessons at once in the same room. On the other hand, many a school using the Graded Lessons in a department having a room to itself teaches one year's lesson to the whole department and gets good results. When it is remembered that the average Sunday school of North America enrolls less than one hundred members, with probably not over ten teachers, and has an average attendance of less than seventy-five officers, teachers, and pupils — it becomes evident that a very large number of Sunday schools cannot profitably use the present course of Graded Lessons, except as they use one lesson for a department, as indicated above.

**The two systems in one school**

A large and increasing number of the better-organized schools, however, are using the International Graded Lessons, in their full or modified form, with great success. The rapidity with which these lessons have been adopted in many quarters and the choice character of their material are sufficient proof of their value.

**Popularity of the graded lessons**

There are those who believe that the Uniform Lessons should be discontinued and that the day will come before long when there will be no call for them. There can be no doubt that the grading of lessons is pedagogically correct, and we hail with joy the introduction and wide application of this principle, but remembering the limitations under which many of our schools must work, we believe that the Uniform Lessons will

**Future of the uniform lessons**

be in the field for many years and will continue to be blessed, as in the past.

There is a widespread conviction, however, that the present series of graded lessons is too intricate for general use. The demand for a simpler course is pressing and insistent, and the sooner it is met the better for Sunday school work as a whole. Because of this feeling and in view of the fact that changes in departmentalizing the school will be necessary if a simpler graded course is to be used effectively, we suggest the following arrangement of divisions, departments, and grades:

A simpler graded course

**I. *Elementary Division***

1. *Cradle Roll. Ages — Birth to 3*
2. *Beginners. Ages — 4, 5*
3. *Primary. Ages — 6, 7, 8*
4. *Junior. Ages — 9, 10, 11*

**II. *Secondary Division***

5. *Intermediate. Ages — 12, 13, 14*
6. *Advanced Intermediate. Ages — 15, 16, 17*
7. *Senior. Ages — 18, 19, 20*

(*The placing of boys and girls in separate departments would not interfere with this plan so far as the lessons are concerned*)

**III. *Adult Division***

8. *Men or women or men and women* — *Ages — 21 and up*
9. *Home*
10. *Parents'*

*Notes on the Grading Suggested Above*

Some workers and authorities are advocating that members of the ages 21, 22 and 23 be graded in a new department, to be included in the Secondary Division, as these are regarded as the later adolescent years. This would make the Adult Division begin at 24.

Another department

We are not at all pleased with the departmental names "Intermediate," "Advanced Intermediate" and "Senior," but use them because we have nothing better to recommend.

Inadequate terms

We suggest that the grading scheme in the lessons be made to harmonize with the grading of the school, as indicated above, that only one lesson be used at a time in a given department, and that the lessons be dated and the lesson helps issued periodically. This would permit of the revision of the lesson course each year, if desired, under the direction of the lesson committee. The Uniform Lessons might be continued, or a separate lesson put in their place for the Adult Division. This arrangement of lessons is sometimes called the "Departmental Graded Course." The idea is not new. The International Lesson Committee has been on record since 1908 as favoring this system of lessons.

The "Departmental Graded Course"

Should this lesson scheme be introduced while the other two series are in the field, it would affect both of them. While two courses in use at one time certainly ought to be sufficient, there are so many schools that wish to use a simple graded course of lessons that it would be im-

The need for such a course

possible to hold the field with the two that are now being presented. The interests at stake, educationally and spiritually, are too great to be disregarded.

Unifying two graded courses

There are those who believe it possible to build two courses of graded lessons upon the same foundation, and, if this can be done, the well-grounded objection to three courses, made by the publishers, would be met in large measure. Those who feel that two graded series can be thus unified claim that the simpler graded course could form a part of the more highly graded course, so that the same lesson treatment would serve for the lessons that appear in both courses. As to the feasibility of this suggestion the writer does not claim sufficient wisdom to judge, but if it can be worked out there will be no doubt as to its desirability, for the following reasons:

1. A very large number of the best schools will demand a highly organized, fully graded course of lessons.

2. Many schools will demand a somewhat simpler course of graded lessons.

3. The number of schools that will continue the use of the Uniform Lessons, for the present at least, should be taken into account.

Later we might add a fourth class of schools, now included in the three classes named above: namely, those that will wish to use, in part, two or all three of the courses referred to.

Meeting the needs of all

The demands of all these schools are reasonable and should be met. The three courses of lessons we have named should be furnished, for the schools want them. If the

present lesson-making agencies do not supply them, others, no doubt, will. But if this lesson adjustment can be brought about as indicated above and in such a way as to relieve the present commercial embarrassment, our present confusion will disappear and there will be much cause for gratification.

When this is accomplished — and we have faith to believe it will be — we shall have lesson courses that are satisfactory to practically all the Sunday schools, and we shall see the beginning of another great forward movement in Sunday school work, similar to that which took place when the Uniform Lessons were introduced, but far greater. The Sunday schools will take on new life and efficiency and grow in numbers as never before.

**Lessons and growth**

Having said so much in regard to the organization and the lessons of the Sunday school, we are moved to observe, in closing this last chapter, that, after all, the secret of success in Sunday school work does not lie wholly nor chiefly in the lesson courses. Educators are practically agreed that not over fifteen per cent. of the real efficiency of school work comes from the curriculum, while eighty-five per cent. is due to the teacher. If we had paid more attention to elevating the standard of teaching in our Sunday schools — without neglecting, however, the matter of lesson courses — we should have been putting the emphasis in the most important place and should be farther along the way at the present time.

**The secret**

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|---|---|---|
| 4/26/44 | Marion Feldman | ✓ |
| 4/27/44 | Mattie Martin | ✓ |
| 9/23/45 | Joy Crawford | |
| SEP 6 '78 | Jack Seymour | |

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